

Year 6 Learning from Home – Term 3 Week 8

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Literacy</u> Morning Routine Read the text '<i>Japan's Involvement in WW2 and Hiroshima</i>'. Complete some of the questions on the <i>Japan Challenge Grid</i>.</p> <p>Mindfulness Monday! Being mindful means you are focusing on one thing and blocking everything else out. Choose one activity below:</p> <ul style="list-style-type: none"> ○ Go for a walk. ○ Draw or colour something. ○ Follow a 10 minute guided meditation on YouTube. <p>Reading Before reading, activate your background knowledge by completing the <i>Prior Knowledge Inventory</i> worksheet on Japan's involvement in World War II.</p> <p>Vocabulary</p>	<p><u>Literacy</u> Morning Routine Read the text '<i>Japan's Involvement in WW2 and Hiroshima</i>'. Complete more questions on the <i>Japan Challenge Grid</i>.</p> <p>Sentence of the Day We are learning to use personal pronouns. Read the text on pronouns and personal pronouns and complete the activities.</p> <p>Try something Tuesday! Learning something new or trying something for the first time challenges us and helps us grow. Choose one activity below:</p> <ul style="list-style-type: none"> ○ Find a new recipe and bake it. ○ Research a topic that you want to know more about. ○ Learn a new skill or hobby like juggling. 	<p><u>Literacy</u> Morning Routine Read the text '<i>Japan's Involvement in WW2 and Hiroshima</i>'. Complete more questions on the <i>Japan Challenge Grid</i>.</p> <p>Sentence of the Day Complete the retrieval activities on personal pronouns. Read the information on possessive pronouns and complete the activities.</p> <p>Reading Reread <i>Japan's involvement in World War II</i>. Determine the important information from the text and complete the graphic organiser.</p> <p>Vocabulary Choose another word from the new vocab list (<i>government, regent, period and attack</i>) and complete <i>New Word Detective</i>.</p>	<p><u>Literacy</u> Morning Routine Read the text '<i>Japan's Involvement in WW2 and Hiroshima</i>'. Ensure all questions on the <i>Japan Challenge Grid</i> have been completed.</p> <p>Sentence of the Day Complete the retrieval activities on personal and possessive pronouns. Read the text on reflexive pronouns and complete the activities.</p> <p>Reading Log into Literacy Pro and read an eBook your teacher has assigned to you. Read it multiple times before taking your quiz. Your aim is to get above 80%.</p> <p>Thoughtful Thursday! Gratitude and kindness are so important in building positive relationships. Choose one activity below:</p>	<p><u>Literacy</u> Morning Routine Using the information you have learnt this week about Japan and WWII complete the <i>Student Knowledge Organiser</i>.</p> <p>Sentence of the Day Use your knowledge of personal, possessive and reflexive pronouns to complete the activities.</p> <p>Reading Read the text <i>Japan</i> and complete the comprehension questions.</p> <p>Vocabulary Choose another word from the new vocab list (<i>government, regent, period and attack</i>) and complete <i>New Vocabulary Brainstorm</i>.</p> <p>Writing Complete the paragraphs provided by adding Explain sentences that provide an</p>

<p>New vocabulary for this week: <i>government, regent, period</i> and <i>attack</i>. Choose 1 word and complete <i>Four Square Vocabulary</i>.</p> <p>Writing Read the article titled <i>What is a TEEL paragraph?</i></p>	<ul style="list-style-type: none"> ○ Learn how to say 'How are you?' in a different language. <p>Writing Read <i>Identifying Parts of a TEEL Paragraph</i> and complete the exercises attached to the reading.</p>	<p>Writing Read <i>Explanation Sentences</i> to gain a better understanding of the information that should be included in these sentences. Rewrite the paragraph provided, replacing the current 'Explain' sentence with one or two other sentences that provide an adequate amount of information to explain and elaborate on the topic sentence.</p>	<ul style="list-style-type: none"> ○ List 5 positive things that have happened this week. ○ Think of a random act of kindness you could perform for someone at home. ○ Who are you thankful for? Let them know today how much you appreciate their support. 	<p>adequate amount of information to explain and elaborate on the topic sentences.</p>
<p><u>Mathematics</u> Warm up Complete the multiplication wheels for 7X.</p> <p>Prime Numbers Complete Lesson 1 by reading through the explicit teaching and colouring in the prime/composite numbers on the 100 grid.</p>	<p><u>Mathematics</u> Warm up Complete the place value worksheet for standard and non-standard place value.</p> <p>Prime Numbers Complete Lesson 2 by reviewing Lesson 1, then reading through the explicit teaching to create your own factor trees. You are identifying prime factors.</p>	<p><u>Mathematics</u> Warm up Choose the addition and subtraction level you were working on in class and complete 5 examples.</p> <p>Prime Numbers Complete the Prime Maze as well as the Prime or Composite worksheet.</p>	<p>Hip Hop Thursday 10:50am-11:30am https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09 9 Meeting ID: 884 8630 9655 Passcode: 506086</p> <p><u>Mathematics</u> Warm up Complete 5 examples of your multiplication/division level that you were up to working on in class.</p> <p>Problem Solving</p>	<p>Fitness Friday! Physical movement releases endorphins and makes you feel good!</p> <p>Friday Fitness 11:05am-11:45am https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09 Meeting ID: 884 8630 9655 Passcode: 506086</p>

			Complete the problems based on prime numbers.	
<u>HSIE</u> We are learning about the World's Cultural Diversity. <u>Lesson 2- The United Nations</u> Complete the attached worksheets. Use the following link and code to access Inquisitive: http://inq.co/class/i21 Code: 1575	<u>PDHPE</u> Complete the 'Fuel My Body' worksheet and activity log for this week. Remember to keep your body moving to stay fit and healthy.	Wellness Wednesday! YOU ARE INVITED TO A YEAR 6 ZOOM SESSION! TIME: 2-2:30PM PLEASE WEAR YOUR YEAR 6 T-SHIRT! SEE THE DETAILS BELOW Join Zoom Meeting https://nsweducation.zoom.us/j/65212188554?pwd=VFMzeDdvcWtHZGtGb3NhL3hKNnl0dz09 Meeting ID: 652 1218 8554 Passcode: 821261	<u>Science</u> Complete the worksheets for <u>Lesson 5 - Measuring Disasters</u> Use the following link and code to access Inquisitive: http://inq.co/class/i21 Code:1575	<u>Library</u> This is the last week to log your books for the Premier's Reading Challenge! Here are two books you can add if you need some extra help finishing. https://youtu.be/0s4LErx2Uvo https://youtu.be/NwRtRLhsnAM

Japan's Involvement in World War 2

Japan wanted to become a strong country and world leader; However, because Japan was a small island country, they had to import many natural resources. Some Japanese leaders felt they needed to gain more land by conquering other countries.

In 1937 Japan invaded China. They wanted to dominate all of Southeast Asia. They joined the Axis alliance with Germany and Italy in 1940 by signing the Tripartite Pact. In 1941 a former General of the Army became Prime Minister of Japan. He had been a strong supporter of Japan joining the Axis powers. Now that he was Prime Minister, he wanted to attack the United States.

Pearl Harbour

Although the US was trying to avoid getting involved in World War 2, Japan was worried that the US would try and stop them from taking over some countries in Southeast Asia. They decided to attack the US Navy, hoping they could sink enough ships to keep the US from ever attacking Japan.

On December 7 1941, Japan attacked the US Navy at Pearl Harbour. They surprised the US and sunk many ships. However, this attack did not have the effect the Japanese had hoped for. The US joined the allies in World War 2 the next day. The attack on Pearl Harbour united the Americans with the goal of defeating the Axis powers.

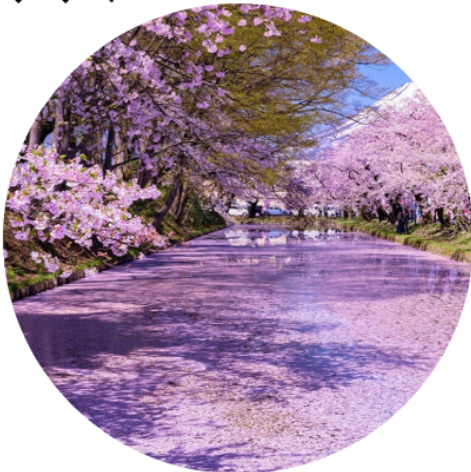
After lots of battles, in 1945 the Japanese army had been pushed back to Japan. However, the Japanese would not surrender.

American leaders felt the only way to get Japan to surrender would be to invade the main island of Japan. Instead of invading, President Truman decided to use a new weapon called the Atomic Bomb. The first atomic bomb was dropped on Hiroshima on August 6th 1945. It completely destroyed the city and killed thousands of people. Japan did not surrender. Another atomic bomb was dropped on Nagasaki – this time the Japanese surrendered.

Hiroshima

○ Key dates for Japan WWII- Hiroshima

1889	1938-1945	1945
<ul style="list-style-type: none"> Hiroshima officially became a recognized city. 	<ul style="list-style-type: none"> The bombing of Tokyo and other cities in Japan during World War II caused widespread destruction and hundreds of thousands of civilian deaths. There were no such air raids on Hiroshima. However, a real threat existed and was recognized. To protect against potential fire bombings in Hiroshima, school children aged 11–14 years were mobilized to demolish houses and create firebreaks. 	<ul style="list-style-type: none"> August 6th at 8:15am a nuclear bomb was dropped, by the USA, destroying the whole city. The air strike killed at least 70 000 people. By the end of the year, injury and radiation brought the total number of deaths to 90,000–166,000 The population before the bombing was around 345,000. About 70% of the city's buildings were destroyed, and another 7% severely damaged.

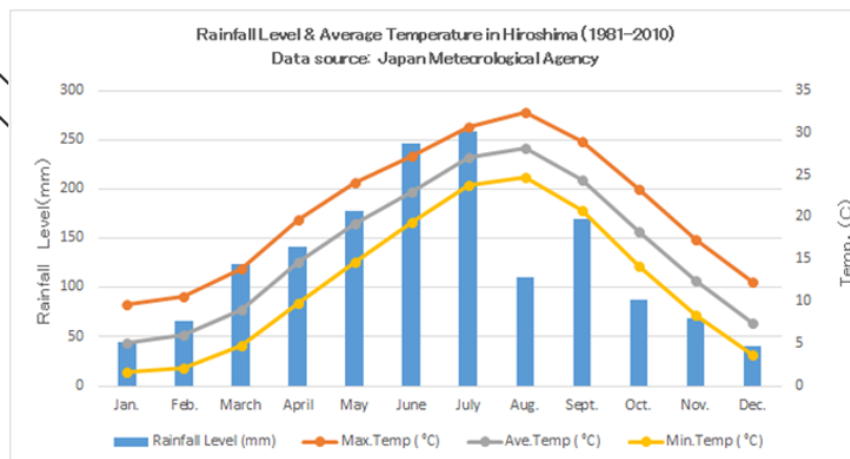


Climate in Hiroshima

Hiroshima has a humid subtropical climate characterized by cool to mild winters and hot, humid summers. Like much of the rest of Japan, Hiroshima experiences a seasonal temperature lag in summer; with August rather than July being the warmest month of the year. Precipitation occurs year-round, although winter is the driest season. Rainfall peaks in June and July, with August experiencing sunnier and drier conditions.



Rainfall in Hiroshima



Temperature in Hiroshima

Climate data for Hiroshima, Hiroshima (1981–2010)													[hide]
Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
Record high °C (°F)	18.8 (65.8)	21.5 (70.7)	23.7 (74.7)	29.0 (84.2)	31.5 (88.7)	34.4 (93.9)	38.7 (101.7)	37.9 (100.2)	36.9 (98.4)	31.2 (88.2)	26.3 (79.3)	22.3 (72.1)	38.7 (101.7)
Average high °C (°F)	9.7 (49.5)	10.6 (51.1)	14.0 (57.2)	19.7 (67.5)	24.1 (75.4)	27.2 (81.0)	30.8 (87.4)	32.5 (90.5)	29.0 (84.2)	23.4 (74.1)	17.4 (63.3)	12.3 (54.1)	20.9 (69.6)
Daily mean °C (°F)	5.2 (41.4)	6.0 (42.8)	9.1 (48.4)	14.7 (58.5)	19.3 (66.7)	23.0 (73.4)	27.1 (80.8)	28.2 (82.8)	24.4 (75.9)	18.3 (64.9)	12.5 (54.5)	7.5 (45.5)	16.3 (61.3)
Average low °C (°F)	1.7 (35.1)	2.1 (35.8)	4.8 (40.6)	9.9 (49.8)	14.7 (58.5)	19.4 (66.9)	23.8 (74.8)	24.8 (76.6)	20.8 (69.4)	14.2 (57.6)	8.5 (47.3)	3.7 (38.7)	12.4 (54.3)
Record low °C (°F)	−8.5 (16.7)	−8.3 (17.1)	−7.2 (19.0)	−1.4 (29.5)	1.8 (35.2)	6.6 (43.9)	14.1 (57.4)	13.7 (56.7)	8.6 (47.5)	1.5 (34.7)	−2.6 (27.3)	−8.6 (16.5)	−8.6 (16.5)
Average precipitation mm (inches)	44.6 (1.76)	66.6 (2.62)	123.9 (4.88)	141.7 (5.58)	177.6 (6.99)	247.0 (9.72)	258.6 (10.18)	110.8 (4.36)	169.5 (6.67)	87.9 (3.46)	68.2 (2.69)	41.2 (1.62)	1,537.6 (60.54)
Average snowfall cm (inches)	5 (2.0)	4 (1.6)	1 (0.4)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (1.2)	12 (4.7)
Average snowy days	8.7	7.1	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	4.5	23.1
Average relative humidity (%)	68	67	64	63	66	72	74	71	70	68	69	69	68
Mean monthly sunshine hours	137.2	139.7	169.0	190.1	206.2	161.4	179.5	211.2	165.3	181.8	151.6	149.4	2,042.3

Japan in WWII



Hirohito (1901-1989) was emperor of Japan from 1926 until his death in 1989. He took over at a time of rising democratic sentiment, but his country soon turned toward ultra-nationalism and militarism.

During World War II (1939-45), Japan attacked nearly all of its Asian neighbours, allied itself with Nazi Germany and launched a surprise assault on the U.S. naval base at Pearl Harbor.

Though Hirohito later portrayed himself as a virtually powerless constitutional monarch, many scholars have come to believe he played an active role in the war effort.

After Japan's surrender in 1945, he became a figurehead with no political power.

Japan Challenge Grid (WWII)

Which year did Japan invade China?	In the slide <i>Japan in WWII</i> , calculate how old Hirohito was when he became emperor, how many years he ruled and how old he was when he passed away.	Which years was World War II?	Using the table <i>Temperatures in Hiroshima</i> , find out which 2 months are the wettest months of the year. What was the average rainfall for each?
Using the slide <i>Climate in Hiroshima</i> , describe what the winters are like.	Which countries were part of the Axis alliance?	Write the full date and short date of when the atomic bomb was dropped on Hiroshima.	Which US state is Pearl Harbour in?
In which year did Hiroshima officially become recognised as a city?	In the graph <i>Rainfall in Hiroshima</i> , where was the data sourced from?	In <i>Key dates for Japan...</i> What is another word that could be used instead of <i>mobilized</i> ?	Why did Japan want to dominate more land?
In the graph <i>Rainfall in Hiroshima</i> , what do the 3 lines (orange, grey and yellow) plotted across the graph represent?	Explain the difference between the effect of the attack on Pearl Harbour and the attack on Hiroshima.	Using the table about temperatures in Hiroshima, find out what the highest and lowest temperatures recorded for August are.	Locate Hiroshima on a world map. Is it closer to the Tropic of Capricorn or the Tropic of Cancer?

Japan's Involvement in World War 2

Japan wanted to become a strong country and world leader. However because Japan was a small island country, they had to import many natural resources. Some Japanese leaders felt they needed to gain more land by conquering other countries.

In 1937 Japan invaded China. They wanted to dominate all of Southeast Asia. They joined the Axis alliance with Germany and Italy in 1940 by signing the Tripartite Pact. In 1941 a former General of the Army became Prime Minister of Japan. He had been a strong supporter of Japan joining the Axis powers. Now that he was Prime Minister, he wanted to attack the United States.

Pearl Harbour

Although the US was trying to avoid getting involved in World War 2, Japan was worried that the US would try and stop them from taking over some countries in Southeast Asia. They decided to attack the US Navy, hoping they could sink enough ships to keep the US from ever attacking Japan.

On December 7 1941, Japan attacked the US Navy at Pearl Harbour. They surprised the US and sunk many ships. However, this attack did not have the effect the Japanese had hoped for. The US joined the allies in World War 2 the next day. The attack on Pearl Harbour united the Americans with the goal of defeating the Axis powers.

After lots of battles, in 1945 the Japanese army had been pushed back to Japan. However, the Japanese would not surrender.

American leaders felt the only way to get Japan to surrender would be to invade the main island of Japan. Instead of Invading, President Truman decided to use a new weapon called the Atomic Bomb. The first atomic bomb was dropped on Hiroshima on August 6th 1945. It completely destroyed the city and killed thousands of people. Japan did not surrender. Another atomic bomb was dropped on Nagasaki – this time the Japanese surrendered.

Monday - Reading

What Do You Know?

Prior Knowledge Inventory

Topic: Japan's involvement in World War II

Words I know related to the topic:

- 1.
- 2.
- 3.
- 4.
- 5.

Some facts I know about the topic:

- 1.
- 2.
- 3.

Experiences that I've had related to the topic:

1. _____

2. _____

Is this topic interesting to you? ___ Yes ___ No

Why or why not? _____

What do you want to know about the topic?

1. _____

2. _____

3. _____

Four Square Vocabulary

Draw a Picture

Write a Sentence



My Word Is...



Synonym

Meaning

Antonym



Monday

What is a TEEL paragraph?

When writing body paragraphs in an informative text, you will have to write a TEEL paragraph. These are paragraphs that follow a defined and logical structure, helping you present your information in a clear, well-organised manner. To write a TEEL paragraph, you'll need to include a:

Topic sentence

Explanation

Example or Evidence to support the topic

Linking sentence to wrap up your paragraph.

The topic sentence (T) is the first sentence in your body paragraph(s), introduces the main idea of your paragraph and tells the reader what you are about to discuss.

- Keep your topic sentence clear and concise, so that the reader can tell exactly what the paragraph is about. For example, your topic sentence might be “A zebra is a type of mammal.”

Explanation (E). Provide 1 or 2 sentences explaining what you mean in greater detail. These sentences might provide context, clarify the meaning of the topic sentence, or go into more detail about the point(s) raised in the topic sentence.

- For example, your explanation might state, “A mammal is a warm-blooded animal with hair or fur. Female mammals secrete milk to feed their offspring, and typically give birth to live young as opposed to laying eggs.”

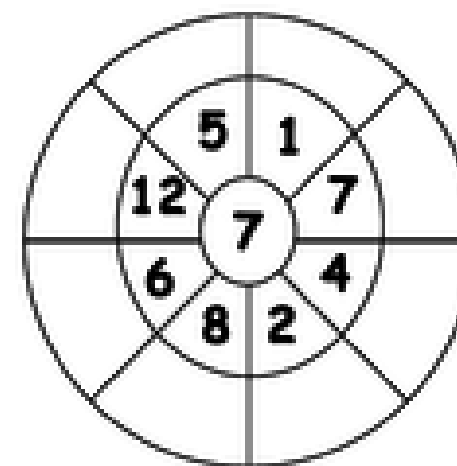
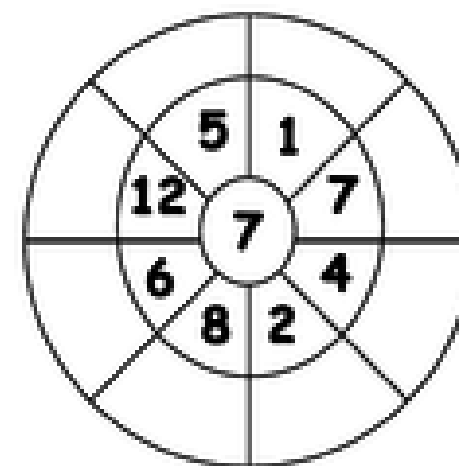
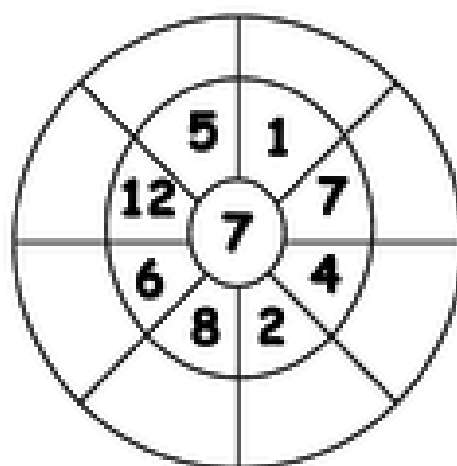
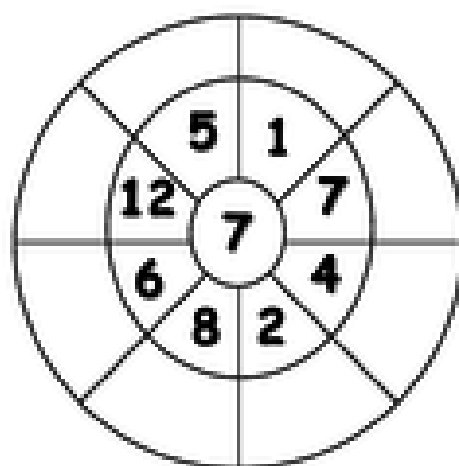
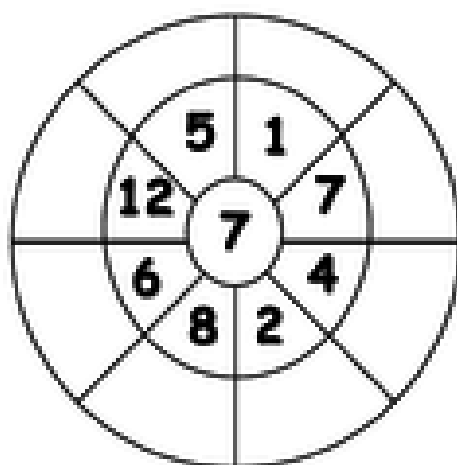
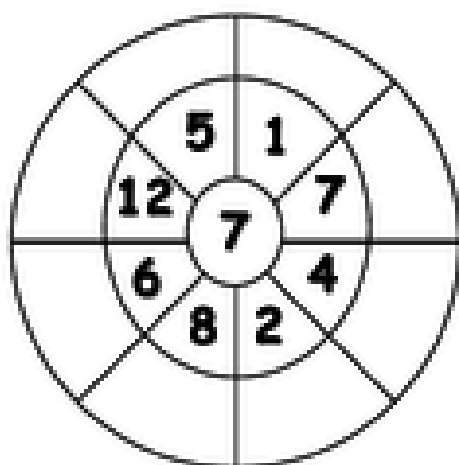
Back it up with an example or evidence (E). This will help show that your argument is credible.

- For instance, in your paragraph about zebras, you could follow up your explanation by saying, “Like all mammals, zebras are warm-blooded. They also have a coat of striped black and white fur. The females give birth to live foals, which they feed with milk from a pair of teats located between their back legs.”

Wrap up with a link (L) to your main argument. This is the final sentence of the TEEL paragraph and connects back to your topic sentence. This sentence generally summarises the argument of the paragraph itself.

- For example, you might sum up your paragraph on the zebra by saying, “Given these features, the zebra meets all the major criteria for being classified as a mammal.”

Week 8 - Monday Warm Up



Prime and Composite Numbers

Week 8

Lesson 1

What are factors? To understand prime numbers we need to understand factors

A factor is a number that is divisible by another number. For example the factors of 7 are: 7 and 1. This is because the number 7 can be divided by 7 or 1.

A number that is only divisible by 1 and itself is called a **prime number**. Therefore 7 is a prime number.

Can you think of other prime numbers?

Is 5 an example of a prime number? Yes because 5 can only be divisible by 5 and 1.

A number that has more factors than just 1 and itself is called a **composite number**. For example 36 is a composite number because it has lots of factors; 36, 1, 6, 12 and 3.

Is 12 a composite number or a prime number? 12 is a composite number because it has more factors than 1 and itself. Here are the factors of 12: 1, 12, 6, 2, 3 and 4.

On the grid below, circle the prime numbers and colour in the composite numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

How are indigenous peoples and other groups around the world protected and supported?

1

Watch the video **Kid President visits the UN.**

2

Complete the Think, Puzzle, Explore matrix.

**Think**

What do you think you know about the UN?

Puzzle

What puzzles or questions do you have about the UN?

Explore

How can you explore more about the UN?

- 3** Use your exploration ideas to find answers to your puzzles and questions.
Record your findings in the olive wreath below.



The United Nations General Assembly is a place where global issues are discussed by diplomats from each country. This group also passes resolutions, declarations and conventions which support the UN's goals of peace and security.

- 4** Give these UN declarations a 1–5 rating for how important you think they are. (1 is not really that important, 5 being very important).

- ☐ Human rights
- ☐ Rights of Indigenous Peoples
- ☐ International co-operation in the exploration of outer space
- ☐ Human cloning
- ☐ The prevention of a nuclear catastrophe
- ☐ The Indian Ocean as a zone of Peace

- 5**
- a** Find out which year each of the declarations in question four was made. Draw an arrow from each declaration to its place on the timeline.



- b** What do you notice about when the declaration of the rights of indigenous peoples was made?

- c** What is your opinion about this?

6

Read the information about The United Nations declaration of the rights of indigenous peoples. Write a headline and three points you would use to write an article about the declaration. Don't forget to include the date.



7 The United Nations has a calendar filled with special days during the year. Choose one of the days below and find out some interesting facts.

- International Mother Language Day.
- International day of the World's Indigenous Peoples.
- International Day of Happiness.
- International Human Solidarity Day.
- International Mountain Day.

Day: _____

Date: _____

Why is it observed?

One interesting fact:

A sketched image to represent it:

8 Find someone who has found out about a different day. Compare what you both discovered and list the similarities between the two days.

- 9 Four countries originally chose not to sign the UN declaration of the rights of Indigenous Peoples. Which countries were they? Why do you think they chose not to sign it?

10

- Go to the map section of the United Nations website. Compare **The World in 1945** map with **The World Today** map. Describe the difference and explain why.



SOTD – Week 8

Tuesday

LI: WALT understand and correctly use personal pronouns.

Pronouns:

A pronoun stands in place of a noun, noun group or name. **The purpose of pronouns is to avoid repetition and make sentences easier to understand** (this helps our writing become more cohesive and flow better for the reader). Pronouns generally need to have a clear reference, referring to something that has been identified or named elsewhere in the text. Pronouns generally refer back to words mentioned earlier in the text; however, sometimes a pronoun can be used and referenced to a word that is forward in the text.

For example:

- Lucy may seem shy but she loves making friends (refers back).
- Although it was late, the train finally arrived (refers forwards).

Pronouns help to give cohesion to a text and prevent it from becoming repetitious. An informal rule in the use of pronouns is sometimes taught as; a pronoun is used no more than twice before the noun is again named. A second noun in the line requires the first noun to be repeated before the next use of another pronoun.

What is a Personal Pronoun?

A personal pronoun is a **pronoun** that is associated primarily with a particular person, in the grammatical sense. Personal pronouns can be the subject of a clause or sentence. They include words such as I, we, he, she, you, it, they, me, us, her, him, them. Personal pronouns can indicate a singular or plural noun, which person the pronoun is and the gender.

Example: I love cats. Dad and I love cats, but mum prefers dogs.

When discussing “person” in terms of the grammatical, the following rules apply:

- First person, as in “I”
- Second person, as in “you”
- Third person, as in “It, he, she”

Activity: select the most appropriate personal pronoun to answer the following questions.

1. _____ often reads until late at night.
 - A. He
 - B. Alan
 - C. Mary
 - D. They
2. _____ is running up and down the stairs.
 - A. The cat
 - B. She
 - C. My brother
 - D. You
3. _____ is from Ireland.
 - A. Rory
 - B. My friend
 - C. He
 - D. This souvenir
4. Have _____ got a dog, Mary?
 - A. Anyone
 - B. They
 - C. Someone
 - D. It
5. We enjoy the roses so much. _____ really liven up the garden.
 - A. They
 - B. Its
 - C. Someone
 - D. Flowers

Tuesday

Identifying Parts of a Teel Paragraph

Review

TEEL relates to the way in which we structure the body paragraphs in an informative text. They stand for the following:

Topic sentence

Explanation

Example or Evidence to support the topic

Linking sentence to wrap up your paragraph.

Task

Identify the topic sentence, explanation, example/evidence, and linking sentence in the following paragraphs. The first has been done for you.

Walking or cycling to school would improve the health and wellbeing of students. Experts recommend that we should aim to get thirty minutes of exercise a day, in order to improve overall health. Both cycling and brisk walking raises your heart rate and counts as moderate intensity exercise, which is advised if you want to lead a healthy and happy life. If students walked or rode to school every day, they would be getting their daily active minutes as well as boosting their self-esteem, mood and energy levels.

Topic sentence

Explanation

Evidence/Example

Linking sentence

History is very important to learn about. It is a study of the past, and provides students with an understanding of how the world has changed. History is important as it allows us to know and learn from the mistakes societies have made in the past. Given our understanding of previous wars and atrocities, modern society places great value on equality and human rights for all. The study of historical events is vital to ensure that future generations are able to learn from the past and build a better future.

Topic sentence

Explanation

Evidence/Example

Linking sentence

Female protagonists in childrens films have evolved greatly over time. This change in the characters is reflected in how they think, dress, and behave. Characters such as Moana and Merida are headstrong and powerful, protecting themselves and those they care about, showing strong wills and strength. Such characters are being promoted in modern childrens stories, inspiring young girls to reflect on their inner strength and potential.

Topic sentence

Explanation

Evidence/Example

Linking sentence

Reading is highly beneficial to all individuals. Not only does reading help us learn about a variety of topics, but it also helps entertain readers of all age groups. Such books range from childrens books such as Pig the Pug and The Very Cranky Bear, to adult classics such as Frankenstein and Jane Eyre. These books give readers an enjoyable way to unwind and often provide meaningful lessons that are embedded in the stories.

Topic sentence

Explanation

Evidence/Example

Linking sentence

Week 8 Tuesday Warm Up

<u>64</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>999</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>5897</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>458</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>1043</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>167843</u>	
<u>Standard</u>	<u>Non Standard</u>

Prime and Composite Numbers

Week 8

Lesson 2

Review:

A number that is only divisible by 1 and itself is called a **prime number**.

A number that has more factors than just 1 and itself is called a **composite number**.

Yesterday you identified prime and composite numbers on a 100 square grid. List 3 of each below:

Prime numbers:

- 1.
- 2.
- 3.

Composite numbers:

- 1.
- 2.
- 3.

All prime numbers equal their composite numbers when multiplied together. Take a look at the factor tree below.

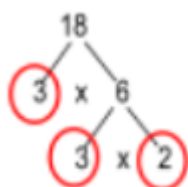
To create a factor tree, the begin with the composite number and put in its 2 factors. Keep including the factors until you no longer can. The bottom numbers on the tree are called prime factors and when multiplied together, equal the composite number.

The **factors of 12** are: 1, 12, 3, 4, 6 and 2. The **prime factors of 12** are: 2, 3 and 2,

When the prime factors of 12 are multiplied together ($2 \times 3 \times 2$), they = 12. **We say 12 is the product of its prime factors.**



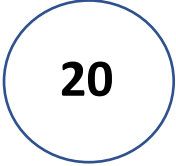

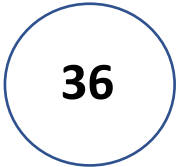
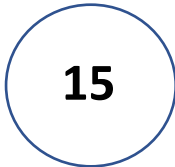
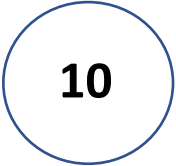
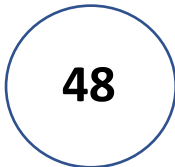
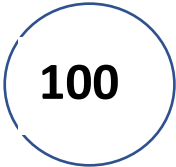
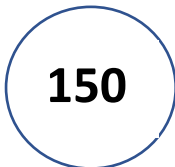
The below factor tree starts with a composite of 18. The **factors of 18** are: 1, 18, 9, 2, 3 and 6. The **prime factors** are: 3, 3 and 2.



When the prime factors ($3 \times 3 \times 2$) of 18 are multiplied together they = 18. **We say 18 is the product of its prime factors**

Prime and Composite Numbers
Week 8
Lesson 2

Come up with factor tree for the following the numbers. Circle the prime factors of each

Week 8

Activity 1

Fuel My Body

Water

Sometimes exercising can make you sweaty and thirsty, so it is very important to drink water after you exercise. This will help you to keep your body hydrated. It is recommended that you drink at least 8 glasses of water each day, even if you do no exercise.

Food

It is very important to have a healthy and balanced diet. This means eating a variety of healthy foods so that your body gets all the nutrients it needs. A healthy diet will:

- provide you with energy,
- help your body grow, and
- help you fight sickness.

Look at the Australian Guide to Healthy Eating on the next page.

Each section of the chart has a different food group in it. The size of the section represents how much food from that group we need to eat each day. Remember to drink plenty water each day too!

Each day we need:

- 5 portions of cereals (e.g. rice, pasta, bread)
- 5 portions of vegetables and legumes (e.g. beans)
- 2 portions of fruit (e.g. oranges and grapes)
- 2 portions of dairy (e.g. milk, cheese, yogurt)
- 3 portions of meat, fish, eggs and nuts



Australian Government
National Health and Medical Research Council
Department of Health and Ageing

www.eatforhealth.gov.au

Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



A healthy body works hard to keep itself working well and repair any damage. Young, healthy bodies grow stronger and become healthier.

Activity 2

Energy

Your body's main source of energy comes from carbohydrates.

There are two types of carbohydrates: simple carbohydrates and complex carbohydrates.

Simple carbohydrates (e.g. apples and bananas) are digested quickly and give the body a quick burst of energy.

Complex carbohydrates (e.g. brown rice and wholegrain bread) are digested slowly and give you long lasting energy.

What types of healthy carbohydrates do you like to eat?



Activity 3

Growth and Strength

A healthy body needs protein, vitamins and minerals to grow bigger and stronger.

Protein is used to help grow new skin, hair and muscles.

Protein, vitamins and minerals also help to grow bones, blood and body organs such as our heart and lungs.

Meat, fish, eggs, nuts and dairy produce are all good sources of protein, vitamins and minerals.

What types of healthy proteins, vitamins and minerals do you like to eat?

Activity 4

Repairing Damage

A healthy body is able to repair damage if it is fed a healthy diet.

Your body gets cuts, grazes, bruises and muscle injuries.

Protein, vitamins and minerals all help your body to repair damaged muscles and organs. They also help to prevent illnesses.

The vitamins E and C are really important vitamins which help the body repair itself and fight off diseases.

Try to name all the fruits and vegetables you can find in this picture. If you can think of other types of fruits and vegetables you can add them to the list.

**Fruit and Vegetables
in the picture:**



Physical Activity Log - Week 8



Fill in the table below to record the physical activities you undertake each day. Your target each day should be 30 minutes.

Day	Activities	Duration	Warm up?	Cool down?
Example:	Morning: went for a walk Afternoon: went swimming	30 minutes 15 minutes	Yes – stretching No	Yes – stretching No
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Week 8 - Wednesday Maths Warm Up

Continue working on the adding and subtracting decimals:

<p>AS Level 29, FD Level 32, PV Level 32 – Add numbers with decimals using place value, and using compensation</p> <div style="text-align: center;"> $68.25 + 58.97 = 127.22$ </div> <div style="text-align: center;"> $50 + 8 + 0.9 + 0.07$ $40 + 10 + 2 + 6 + 0.8 + 0.1 + 0.05 + 0.02$ </div> <div style="text-align: center;"> $68.25 + 58.97 = 127.22$ $68.25 + 60 = 128.25$ $128.25 - 1.03 = 127.22$ </div>	<p>AS Level 29, FD Level 32, PV Level 32 – Subtract numbers with decimals using place value, and using compensation</p> <div style="text-align: center;"> $127.22 - 58.97 = 68.25$ </div> <div style="text-align: center;"> $50 + 8 + 0.9 + 0.07$ $20 + 30 + 7 + 1 + 0.2 + 0.7 + 0.02 + 0.05$ </div> <div style="text-align: center;"> $127.22 - 58.97 = 68.25$ $127.22 - 60 = 67.22$ $67.22 + 1.03 = 68.25$ $127.22 - 58.97 = 68.25$ </div>
---	---

If you are not up to this level, you might be up to one of the below levels. Please complete 10 examples:

<p>AS Level 21 – Add four-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $6825 + 5897 = 12722$ </div> <div style="text-align: center;"> $4000 + 1000 + 200 + 600 + 80 + 10 + 5 + 2$ </div> <div style="text-align: center;"> $6825 + 5897 = 12722$ $6825 + 6000 = 12825$ $12825 - 103 = 12722$ </div>	<p>AS Level 21 – Subtract four-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $12722 - 5897 = 6825$ </div> <div style="text-align: center;"> $5000 + 700 + 100 + 20 + 70 + 2 + 5$ </div> <div style="text-align: center;"> $12722 - 5897 = 6825$ $12722 - 6000 = 6722$ $6722 + 103 = 6825$ </div>	<p>AS Level 24 – Add five-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $36825 + 25897 = 62722$ </div> <div style="text-align: center;"> $40000 + 10000 + 2000 + 6000 + 800 + 100 + 50 + 20$ </div> <div style="text-align: center;"> $36825 + 25897 = 62722$ $36825 + 26000 = 62825$ $62825 - 103 = 62722$ </div>	<p>AS Level 24 – Subtract five-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $62722 - 15897 = 46825$ </div> <div style="text-align: center;"> $20000 + 30000 + 7000 + 1000 + 200 + 700 + 20 + 50 + 2 + 5$ </div> <div style="text-align: center;"> $62722 - 15897 = 46825$ $62722 - 16000 = 46722$ $46722 + 103 = 46825$ </div>
---	---	---	--

Prime Number Maze

Sheet 1

Help the Penguin to find the nestlings by coloring all the prime numbers.



		19	47	34	93	62	75
9	15	94	23	21	68	49	86
35	54	63	5	76	85	10	38
96	22	84	31	53	29	92	64
77	46	99	18	4	41	50	27
24	36	57	45	66	73	3	48
91	12	80	8	74	98	67	59
69	44	6	39	65	16	55	17
32	87	78	14	20	33	42	61
							83



Name _____

Prime or Composite?

Directions: Answer each question. Determine whether the number is a prime or composite number. Circle P (prime) or C (composite) at the end of each line. In the space below the line, write the factors of that number.

1. How many books are you reading right now? _____ P OR C

2. How many years have you attended school? _____ P OR C

3. What are the last two numbers of your zip code? _____ P OR C

4. Which season is your favorite? _____
How many letters are in that word? _____ P OR C

5. What is your favorite color? _____
How many letters are in that word? _____ P OR C

6. How many aunts and uncles do you have? _____ P OR C

7. When is your birthday? _____
(Write the month and day in numbers.)
What is the sum of those two numbers? _____ P OR C

8. What are the last four numbers of your phone number? _____
What is the sum of those four numbers? _____ P OR C

New Word Detective



Use the word in a sentence.

Where did you find it?

Where else could you find the word?



Illustrate the meaning.

Write three other words you think of when you hear your word.

- 1.
- 2.
- 3.

Parts of Speech

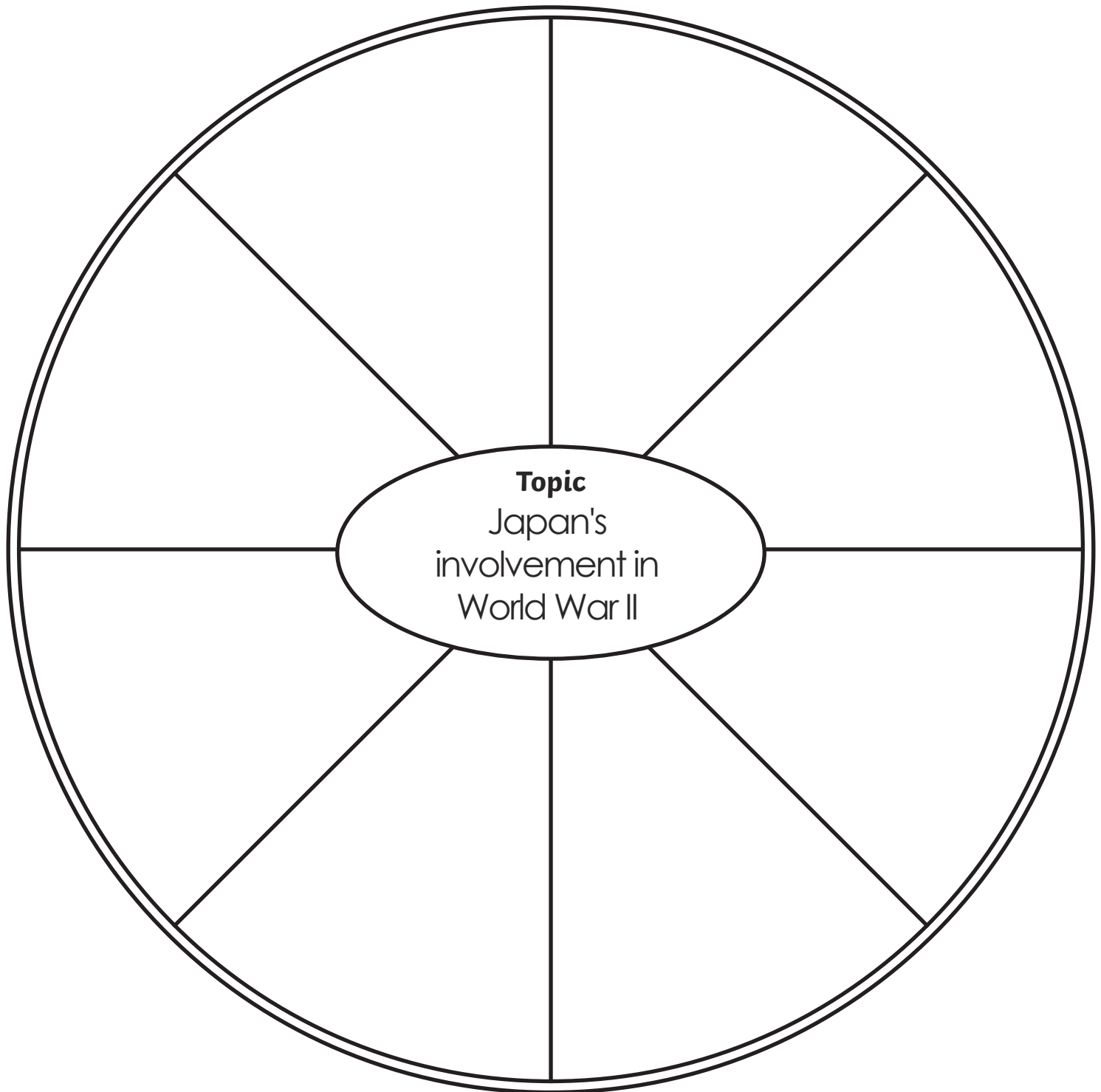
Is it a verb, noun or adjective?

Write the dictionary meaning.

Write the meaning in your own words.

Graphic Organiser Fact Wheel

Write your ideas in the fact wheel below.



SOTD Week 8
Wednesday

LI: WALT identify and use possessive pronouns

Yesterday we learnt about personal pronouns. We looked at their purpose and how and why we use them in writing. In your own words, write down the purpose of personal pronouns below.

Retrieve what you learnt yesterday to complete the activity below. Select the most appropriate personal pronoun to answer the questions below.

1. Melissa isn't an architect; _____ is an engineer.
 - A. He
 - B. They
 - C. It
 - D. She
2. Are _____ friends or not?
 - A. He
 - B. She
 - C. We
 - D. It
3. My doctor was born in Germany. _____ teaches language lessons in his spare time.
 - A. They
 - B. It
 - C. She
 - D. He

Today we will further our understanding by looking at possessive pronouns. Read the definitions below and look at the examples.

What are Possessive Pronouns?

Possessive pronouns are words used to indicate that something belongs to someone or has a direct relationship with someone else. They are often used in speech and writing to avoid repetition. They include words such as mine, ours, yours, hers, his, its, theirs.

consider the following example:

- I had dinner with Jane and Jane's brother, Michael.

To avoid repeating the name Jane in the sentence, we use the possessive pronoun *her* to make the sentence neater and less repetitive:

- I had dinner with Jane and **her** brother, Michael.

Dependent Possessive Pronouns

My, your, his, her, its, our, your (pl) and *their* are the dependent possessive pronouns. Sometimes called possessive adjectives, they are used to indicate ownership or a relationship.

Independent Possessive Pronouns

Mine, ours, yours, his, hers and *theirs* are the independent possessive pronouns. They are not immediately followed by a noun. You can think of them this way: they are independent because they don't need a noun after them.

Activity: circle the possessive pronoun in the following sentences.

- Does this key open my door or your door?
- I will bring my favourite food to the party.
- She could not believe her.
- His shoes were old and worn.
- They promised to do their homework.
- Amazon sent an email to its customers.
- Who owns this bike? Is it yours?
- That's ours. Please don't touch it.
- The land west of the field is theirs.
- This money is all mine.

SOTD – Week 8
Thursday

LI: WALT to use and identify reflexive pronouns

Activity 1: retrieval practice.

This week we have focused on personal and possessive pronouns. Write a definition of each pronoun type below.

1. Personal pronouns are

2. Possessive pronouns are

Now write four sentences, two sentences containing a personal pronoun, and two containing a possessive pronoun.

- 1.

- 2.

What Is a Reflexive Pronoun?

A reflexive pronoun is a type of pronoun that is preceded by the **adverb**, **adjective**, **pronoun**, or **noun** to which it refers, so long as that antecedent is located within the same clause. They include myself, ourselves, yourself, yourselves, herself, himself, themselves.

A reflexive pronoun indicates that the person who is realizing the action of the verb is also the recipient of the action. While this might seem strange at first glance, the following examples of reflexive pronouns and the accompanying list of reflexive pronouns will help you gain thorough understanding.

Consider the following examples.

1. I was in a hurry, so I washed the car myself.
2. You're going to have to drive yourself to school today.
3. He wanted to impress her, so he baked a cake himself.

Activity 1: Circle the reflexive pronoun in the following sentences.

1. That car is in a class all by itself.
2. We don't have to go out; we can fix dinner ourselves.
3. You are too young to go out by yourselves.
4. The actors saved the local theatre money by making costumes themselves.

Activity 2: Choose the best reflexive pronoun answer to complete each sentence.

1. Each morning, I brush my teeth and stare at _____ in the mirror.
 - A. Himself
 - B. Herself
 - C. Myself
 - D. Itself
2. Dad and I painted the trailer _____.
 - A. Myself
 - B. Himself
 - C. Itself
 - D. Ourselves
3. The children made holiday decorations by _____.
 - A. Itself
 - B. Ourselves
 - C. Themselves
 - D. Their selves
4. Paul copies his friend's homework instead of doing it _____.
 - A. Itself
 - B. Himself
 - C. Myself
 - D. Yourself

5. Please make _____ at home while you wait.

- A. Themselves
- B. Himself
- C. Yourselves
- D. Herself

Wednesday

Explanation Sentences

In the sentence or two after your topic sentence, you will need to expand on what you have stated your topic sentence. Explain what you mean in greater detail, and give it a more SPECIFIC FOCUS. This is where you can use some of those factual statements and supporting details that you can't use in your topic sentence. Ask yourself: What is it that you are trying to say or argue? What exactly do you MEAN? Pretend that you are talking to an alien. The alien doesn't have much of an idea about what goes on here on Earth. When you tell him your topic sentence, it's still a bit unsure what you mean. So now you need to spend a sentence or two explaining, in more detail, what you think is important, and what you are trying to argue.

Some Explain sentences are simpler than others. Consider and compare the Explain sentences in the following paragraphs:

Sports are a national pastime in Japan. Japan takes part in different sports. Traditional sports such as sumo wrestling and martial arts are still very prevalent in Japan. Western sports, such as golf and soccer, have been very popular. Such athletic practices are embraced by Japanese people and have become a valued part of life in Japan.

Sports are a national pastime in Japan. Japan includes a mix of traditional sports that have been upheld for generations, and western sports that have been embraced due to increased exposure to Western influence over the years. Traditional sports such as sumo wrestling and martial arts are still very prevalent in Japan. Western sports, such as golf and soccer, have been very popular. Such athletic practices are embraced by Japanese people and have become a valued part of life in Japan.

While both paragraphs provide an explanation of the topic sentence, the second paragraph contains a more substantial and thorough explanation. This is what you should be aiming to do in your informative texts. Every Christmas season an estimated 3.6 million Japanese families treat themselves to fried chicken from the American fast-food chain,

Consider the Explaining sentence in the following paragraph:

Japanese cuisine has become a popular choice around the world. People everywhere like it. Dishes such as sushi, sashimi, ramen, and tempura are commonly consumed in Western

countries, as these tantalising dishes have become more accessible for people outside of Japan. This accessibility has allowed people outside of Japan to experience a variety of dishes that have traditionally played a major role in Japanese culture for centuries.

In this paragraph, the sentence used to explain is extremely brief and does not provide much elaboration on the statement made in the topic sentence. Rewrite the paragraph above, replacing the current Explain sentence with one or two other sentences that provide an adequate amount of information to explain and elaborate on the topic sentence.

MD Level 12 – Multiply by 3

$$3 \times 7 = 21$$

$$\begin{array}{r} 3 \times 7 = 21 \\ 5 + 2 \end{array}$$

$$3 \times 5 = 15$$

$$3 \times 2 = 6$$

$$15 + 6 = 21$$



MD Level 12 – Divide by 3

$$16 \div 3 = 5 \text{ r}1$$

$$\frac{1}{3} \text{ of } 16 = 5 \text{ r}1$$

$$\begin{array}{r} 16 \div 3 = 5 \text{ r}1 \\ 9 + 7 \\ 6 + 1 \end{array}$$

$$9 \div 3 = 3$$

$$6 \div 3 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{3} \text{ of } 9 = 3$$

$$\frac{1}{3} \text{ of } 6 = 2$$



MD Level 13 – Multiply by 5

$$5 \times 7 = 35$$

$$\begin{array}{r} 5 \times 7 = 35 \\ 5 + 2 \end{array}$$

$$5 \times 5 = 25$$

$$5 \times 2 = 10$$

$$25 + 10 = 35$$



MD Level 13 – Divide by 5

$$37 \div 5 = 7 \text{ r}2$$

$$\frac{1}{5} \text{ of } 37 = 7 \text{ r}2$$

$$\begin{array}{r} 37 \div 5 = 7 \text{ r}2 \\ 20 + 17 \\ 15 + 2 \end{array}$$

$$20 \div 5 = 4$$

$$15 \div 5 = 3$$

$$4 + 3 = 7$$

$$\frac{1}{5} \text{ of } 20 = 4$$

$$\frac{1}{5} \text{ of } 15 = 3$$



MD Level 14 – Multiply by 9

$$9 \times 7 = 63$$

$$\begin{array}{r} 9 \times 7 = 63 \\ 5 + 2 \end{array}$$

$$9 \times 5 = 45$$

$$9 \times 2 = 18$$

$$45 + 18 = 63$$



MD Level 14 – Divide by 9

$$71 \div 9 = 7 \text{ r}8$$

$$\frac{1}{9} \text{ of } 71 = 7 \text{ r}8$$

$$\begin{array}{r} 71 \div 9 = 7 \text{ r}8 \\ 27 + 44 \\ 36 + 8 \end{array}$$

$$27 \div 9 = 3$$

$$36 \div 9 = 4$$

$$3 + 4 = 7$$

$$\frac{1}{9} \text{ of } 27 = 3$$

$$\frac{1}{9} \text{ of } 36 = 4$$



MD Level 15 – Multiply by 6

$$6 \times 7 = 42$$

$$\begin{array}{r} 6 \times 7 = 42 \\ 5 + 2 \end{array}$$

$$6 \times 5 = 30$$

$$6 \times 2 = 12$$

$$30 + 12 = 42$$



MD Level 15 – Divide by 6

$$23 \div 6 = 3 \text{ r}5$$

$$\frac{1}{6} \text{ of } 23 = 3 \text{ r}5$$

$$\begin{array}{r} 23 \div 6 = 3 \text{ r}5 \\ 12 + 11 \\ 6 + 5 \end{array}$$

$$12 \div 6 = 2$$

$$6 \div 6 = 1$$

$$2 + 1 = 3$$

$$\frac{1}{6} \text{ of } 12 = 2$$

$$\frac{1}{6} \text{ of } 6 = 1$$



MD Level 16 – Multiply by 8

$$8 \times 7 = 56$$

$$\begin{array}{r} 8 \times 7 = 56 \\ 5 + 2 \end{array}$$

$$8 \times 5 = 40$$

$$8 \times 2 = 16$$

$$40 + 16 = 56$$



MD Level 16 – Divide by 8

$$55 \div 8 = 6 \text{ r}7$$

$$\frac{1}{8} \text{ of } 55 = 6 \text{ r}7$$

$$\begin{array}{r} 55 \div 8 = 6 \text{ r}7 \\ 40 + 15 \\ 8 + 7 \end{array}$$

$$40 \div 8 = 5$$

$$8 \div 8 = 1$$

$$5 + 1 = 6$$

$$\frac{1}{8} \text{ of } 40 = 5$$

$$\frac{1}{8} \text{ of } 8 = 1$$



MD Level 17 – Multiply by 7

$$7 \times 6 = 42$$

$$\begin{array}{r} 7 \times 6 = 42 \\ 5 + 1 \end{array}$$

$$7 \times 5 = 35$$

$$7 \times 1 = 7$$

$$35 + 7 = 42$$



MD Level 17 – Divide by 7

$$37 \div 7 = 5 \text{ r}2$$

$$\frac{1}{7} \text{ of } 37 = 5 \text{ r}2$$

$$\begin{array}{r} 37 \div 7 = 5 \text{ r}2 \\ 21 + 16 \\ 14 + 2 \end{array}$$

$$21 \div 7 = 3$$

$$14 \div 7 = 2$$

$$3 + 2 = 5$$

$$\frac{1}{7} \text{ of } 21 = 3$$

$$\frac{1}{7} \text{ of } 14 = 2$$



MD Level 23, FD Level 20 – Divide remainders to create a fraction

$$77 \div 6 = 12 \frac{5}{6}$$

$$\frac{1}{6} \text{ of } 77 = 12 \frac{5}{6}$$

$$\begin{array}{r} 77 \div 6 = 12 \frac{5}{6} \\ 60 + 17 \\ 12 + 5 \end{array}$$

$$60 \div 6 = 10$$

$$12 \div 6 = 2$$

$$5 \div 6 = \frac{5}{6}$$

$$10 + 2 + \frac{5}{6} = 12 \frac{5}{6}$$

$$\frac{1}{6} \text{ of } 60 = 10$$

$$\frac{1}{6} \text{ of } 12 = 2$$

$$\frac{1}{6} \text{ of } 5 = \frac{5}{6}$$



MD Level 24 – Multiply two-digit numbers

$$93 \times 74 = 6882$$

	70	+	4
90	6300		360
+			
3	210		12



$$90 \times 70 = 9 \times 10 \times 7 \times 10 = 63 \times 100 = 6300$$

$$90 \times 4 = 9 \times 10 \times 4 = 36 \times 10 = 360$$

$$3 \times 70 = 7 \times 10 \times 3 = 70 \times 3 = 210$$

$$3 \times 4 = 12$$

$$6300 + 360 + 210 + 12 = 6882$$

MD Level 24 FD Level 26 PV Level 29 – Multiply decimals by whole numbers

$$9.3 \times 74 = 688.2$$

	70	+	4
9	630		36
+			
0.3	21		1.2

$$9 \times 70 = 9 \times 7 \times 10 = 63 \times 10 = 630$$

$$0.3 \times 70 = 0.3 \times 10 \times 7 = 3 \times 7 = 21$$

$$0.3 \times 4 = \frac{3}{10} \times 4 = \frac{12}{10} = 1.2$$

$$630 + 36 + 21 + 1.2 = 688.2$$

MD Level 24 FD Level 26 PV Level 29 – Divide decimals by whole numbers

$$35.7 \div 4 = 8.925$$

$$\begin{array}{r} 35.7 \div 4 = 8.925 \\ 32 + 3.7 \\ 3.6 + 0.1 \end{array}$$

Change the decimal to a fraction, divide.

$$32 \div 4 = 8$$

$$3.6 \div 4 = 0.9$$

$$\frac{1}{4} \times 32 = 8$$

$$\frac{1}{4} \times 3.6 = 0.9$$

Multiply the decimal by 10, divide, then divide the product by 10.

$$0.1 \div 4 =$$

$$\frac{1}{10} \div 4 =$$

$$\frac{10}{100} \div 4 =$$

$$\frac{100}{1000} \div 4 =$$

$$\frac{1000}{10000} \div 4 =$$

$$= 0.025$$

$$\frac{1}{4} \times 0.1 =$$

$$\frac{1}{4} \times \frac{1}{10} =$$

$$\frac{1}{4} \times \frac{10}{100} =$$

$$\frac{1}{4} \times \frac{100}{1000} =$$

$$= 0.025$$

$$0.1 \div 4 =$$

$$1 \div 4 \div 10 =$$

$$0.25 \div 10 =$$

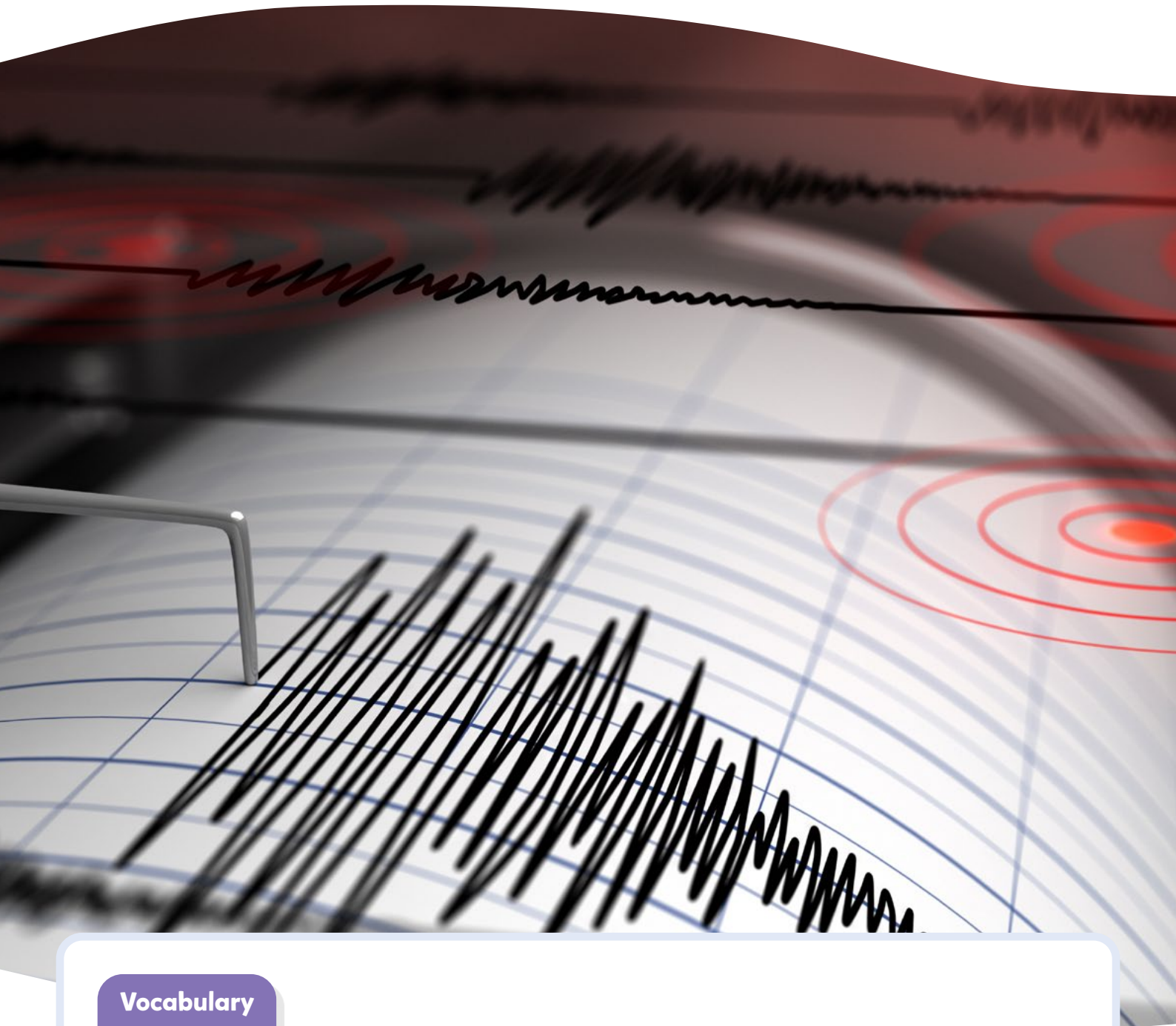
$$0.25 \div 10 = 0.025$$

$$0.25 \div 10 = 0.025$$

$$8 + 0.9 + 0.025 = 8.925$$

Thursday

How can science help us predict and measure natural disasters?



Vocabulary

plan
manage
natural disaster
warning

system
measure
understanding
evacuation

technology
seismograph
detection
warning

prediction
prevent

1 Watch the video *Lessons Save Lives: The Story of Tilly Smith*.

2 How did Tilly know the tsunami was coming?



Draw and label what other warning signs there could have been?

The devastating tsunami on 26 December 2004 affected many countries around the Indian Ocean. Tilly's knowledge of the warning signs saved the people on the beach near her. Following the disaster, countries around the Indian Ocean (including Australia) worked together to set up a new tsunami detection and warning system.

Countries around the Pacific Ocean (like New Zealand and America) have had a tsunami warning system since 1949.



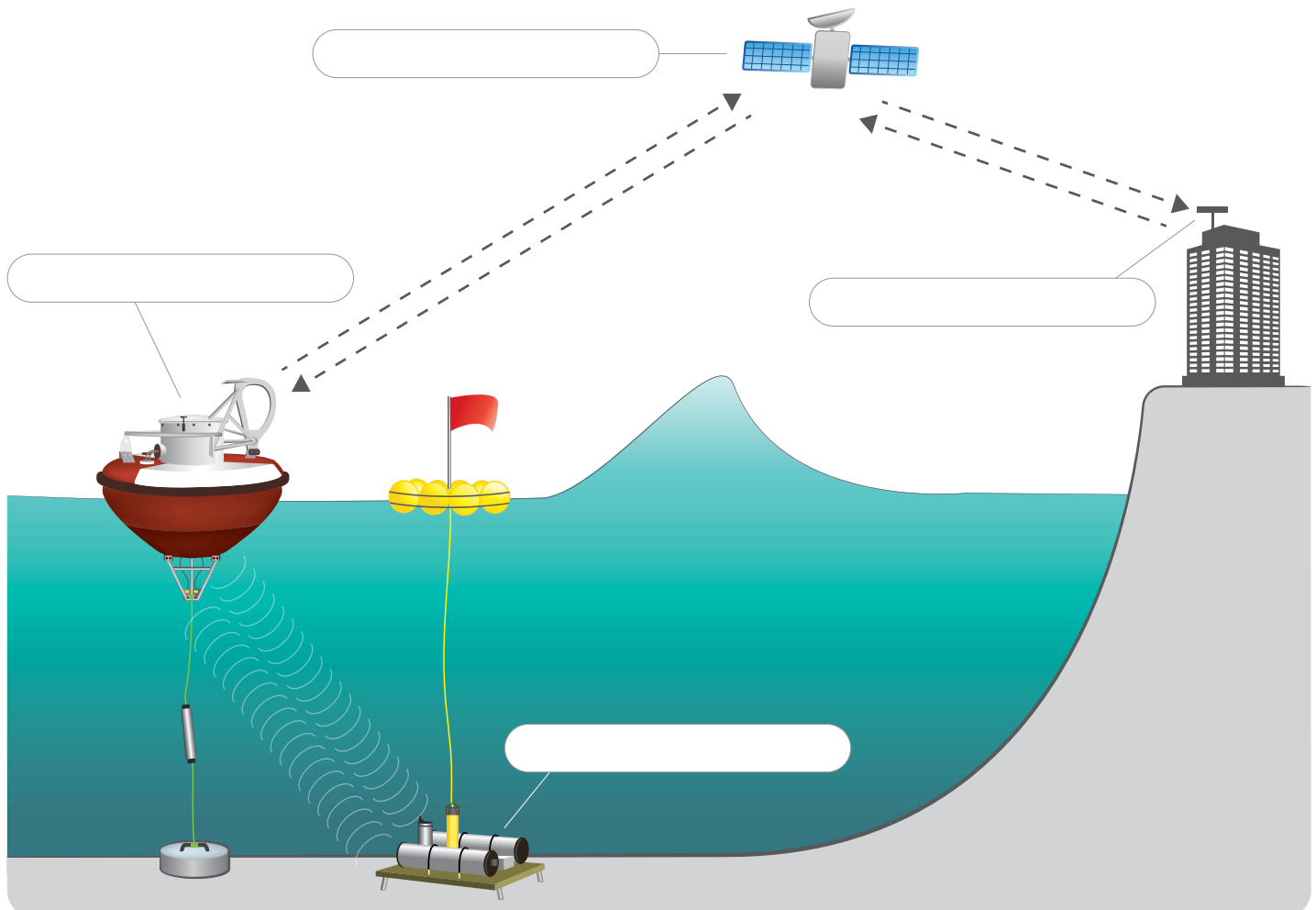
3 Why do you think the world's major tsunami warning stations are situated around the Indian and Pacific Oceans?

Seeing the water disappear from shore or hearing the roar of a giant wave signals a tsunami is very close and often too late to avoid. To save lives, scientists have invented a way to detect a tsunami as soon as it starts in the ocean.

4 Watch the video to see how scientists in Australia find out if a tsunami is on its way.

5 Explain how tsunamis are detected by correctly ordering the six steps below, then label each item on the infographic.

- ☐ A tsunami starts moving through the ocean.
- ☐ The surface buoy sends a signal to the space satellite.
- ☐ A tsunameter detects change in water pressure when the tsunami passes.
- 1 ☐ An earthquake occurs.
- ☐ The space satellite sends a signal to the Joint Australian Tsunami Warning Centre (JATWC) advising of the tsunami threat.
- ☐ The tsunameter sends a signal through the water to the surface buoy.



When a possibly dangerous tsunami is detected by the Warning Centre, a message is put on their website and people who may be in danger are warned by sirens and messages on radio and television.

6 Visit the JATWC website to see if there are any current tsunami warnings around the Indian Ocean.

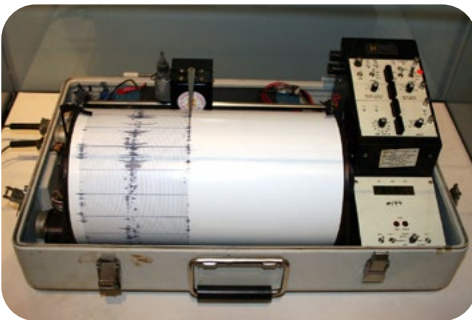
7 Look at the images of the inventions, then, think, pair and share your thoughts about the questions below.

What natural disaster do you think they're measuring?

How might they work?

When do you think they were invented?

Draw a line to match the inventions with the date you think they were invented.



132 AD

1700s



906 AD

1960s



8 Read the information page: Seismometers and Seismographs. Check to see if your timeline was correct.

Which invention do you think would take the most accurate measurements? Explain why.

A modern seismograph measures the vibrations (seismic waves) caused by an earthquake. Networks of seismograph stations are located all around the world to detect tremors and earthquakes. The station closest to an earthquake's epicentre will be the first to record the seismic wave moving through and above the ground.

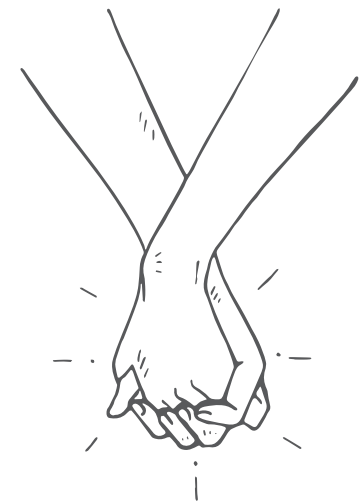


9

Investigate how a network of seismographs helps detect the location of an earthquake's epicentre.

Play the class game: **Whose Fault?**

- Organise the class into one long line, holding hands.
- Students at each end of the line are seismograph stations.
- The teacher secretly chooses a student from along the line to be the '**fault**' – the earthquake's start.
- The 'fault' squeezes the hand of the two students either side of them **at the same time**. The squeeze is the seismic wave vibrating away from the epicentre.
- As their hand is squeezed, each person along the line keeps the seismic wave moving by quickly squeezing the next person's hand.
- Seismograph stations call out '**quake!**' when they feel their hands squeezed.
- The stations then try to detect whose 'fault' it is and point to where the earthquake started. If the seismograph station on the left calls 'quake' first, the fault should be closer to them.
- Repeat the game, changing the 'seismograph stations' and the 'fault's' location.



To measure an earthquake's magnitude and location accurately, scientists must use a minimum of **three** seismograph stations.



Have a class chat about how you could play the game with three seismograph stations.

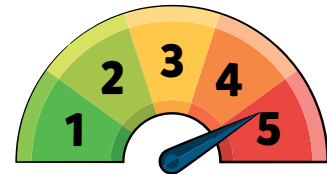
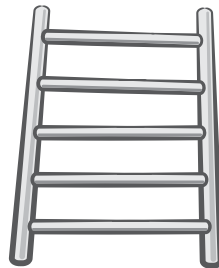
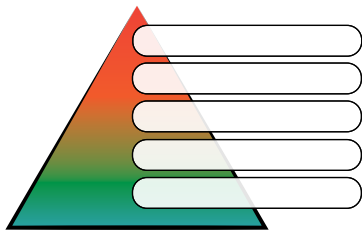
Many places around the world experience severe and devastating tropical storms such as cyclones, hurricanes or typhoons. The effects of severe storms can also spread further north or south away from tropical zones.

10

Find out from these websites how severe storms are measured; their category (number), wind speed and the damage they may cause.

Explain the five different categories of tropical storms using a ranking type organiser.

Here are some examples.



11

Before advancements in modern science and technology, people in the past used stories to recount and warn others of the dangers of natural disasters such as tsunamis, floods or volcanoes.

Research myths and tales from the past related to natural disasters.

Choose three tales to recount below. Add their location and the type of disaster they relate to.

1

2

3




12

How could you alert the whole world of impending disaster?

Japan WWII: Student Knowledge Organiser

Vocabulary		List the countries that were allies to Japan in WWII
Word	Definition	
conquer		
civilian		
dominate		
sentiment		
alliance		
surrender		Do you think that all countries felt obliged to side with one side or the other? Why or why not? Find 4 countries that remained neutral to the end?
Create a timeline of the main events of WWII		Research the effects of the atomic bombs that were dropped in Japan.
		Which 2 cities were the bombs dropped?
		How many people did they initially kill?
		Why were people dying days after?
		Some of the effects still felt today...

Retrieval — Using everything you have learnt from Week 8, fill in the mind maps below.



Japan

Japan is a country in Asia. It is an archipelago or group of islands in the Pacific Ocean. Nearly 7,000 islands make up Japan. The largest island is named Honshu. Because of its location near tectonic plate boundaries in the Ring of Fire, Japan has frequent earthquakes. Also, it has many mountains and forests and even a famous volcano, Mount Fuji.

Japan has a rich culture and many traditions. One tradition is the Hanami celebration. Hanami is the celebration of spring, and many people enjoy this time by having picnics under cherry trees.

One important tradition in Japan is Oshogatus. This New Year's celebration includes many traditions. Before the New Year begins, many people meticulously clean their homes. Many exchange greeting cards (called nengajo), and children are often given decorated envelopes with money inside. Special meals are prepared, and families visit shrines to make wishes for the new year.

Japanese tea ceremonies are steeped in tradition. Green tea is often prepared and served according to strict guidelines. Tea ceremonies are usually formal events with much attention to good manners.

Japanese food is popular not only in Japan but also around the world. One famous Japanese cuisine is sushi. Since Japan is located in the ocean, seafood is widespread in dishes. Fish, eel, and octopus are often found in dishes. Rice is served at nearly every meal. Both children and adults use chopsticks as eating utensils.



Japan

Transportation in Japan is very efficient, especially with the population being so large. Bullet trains, known as shinkansen, travel long distances at speeds of up to 200 miles per hour. Japanese car manufacturers are known for their innovative technology, including hybrid cars.

Sports are a national pastime in Japan. Japan includes a mix of traditional and western sports. Traditional sports such as sumo wrestling and martial arts are still very prevalent in Japan. Western sports, such as golf and soccer, have been very popular.

Japan is a popular tourist destination. Many people visit to enjoy the cuisine, the culture, and the beautiful scenery.



Questions

1. On which continent is Japan located?

- Europe
- Asia
- Africa
- Australia

2. What does the word meticulously mean in the following sentence:

Before the New Year begins, many people meticulously clean their homes.

- thoroughly
- lazily
- quickly
- slowly

3. An example of innovative Japanese transportation is ____.

- buses
- taxis
- bullet trains
- sailboats

4. Due to being close to the Ring of Fire, Japan has many ____.

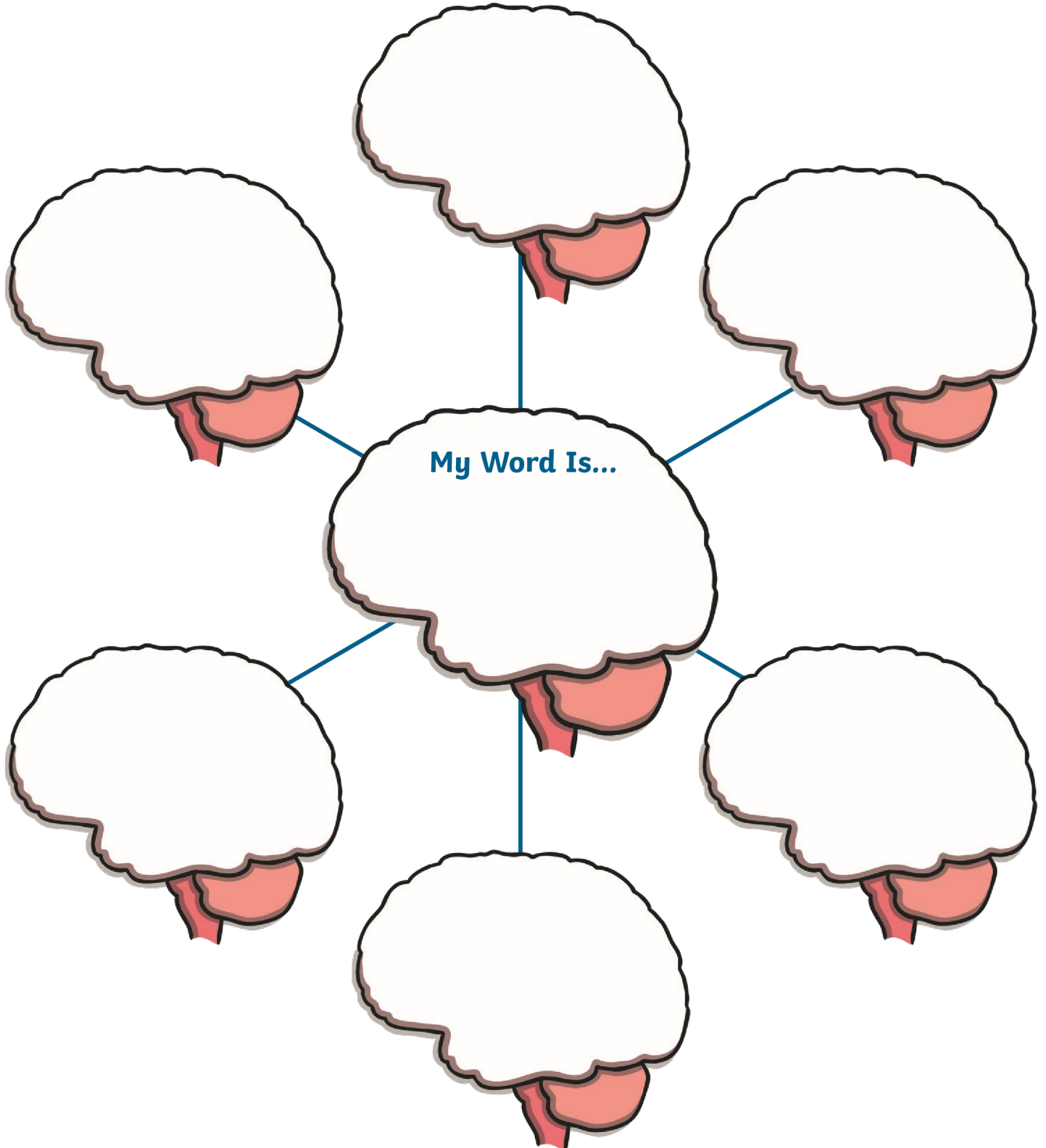
- thunderstorms
- snowstorms
- earthquakes
- mudslides

5. What is the main idea of this passage?

6. How is Japan a mixture of tradition and modern practices?

New Vocabulary Brainstorm

Write your word in the centre brain. In the other brains, write the different things you know about the word. You may use facts that you already know or you might need to read on in your book to find some new information.



SOTD – Week 8

Friday

This week we have learnt about pronouns. Specifically, personal, possessive and relative pronouns.

In your own words, define these types of pronouns below.

Personal pronouns:

Possessive pronouns:

Relative pronouns:

Each of these pronouns consist of certain words. From the word list below, place the words in the correct box.

I	myself	yours	her	she	mine	himself	they	me
he	ours	we	yourself	yourselves	herself	it	themselves	its
theirs	them	ourselves	hers	us	you	his	him	

Personal pronouns

Possessive pronouns

Reflexive pronouns

Now, choose two personal, two possessive and two reflexive pronouns from each list and put them into six separate sentences. Underline the pronoun used in the sentence. If you are a confident writer, put your pronouns into compound sentences.

Example:

personal pronoun 1: Her favourite food is sushi with salmon, but I prefer ramen.

personal pronoun 1:

personal pronoun 2:

possessive pronoun 1:

possessive pronoun 2:

Reflexive pronoun 1:

Reflexive pronoun 2:

Activity: Copy the paragraph on the lines below, replacing the underlined words with appropriate pronouns.

Sienna and Paul went to the park. Sienna went on the swings first and after, Sienna went on the roundabout but fell off and grazed Sienna's knee. Paul helped Sienna put a plaster on Sienna's knee. Paul played in the sandpit. Paul built a sandcastle and even made a moat for Paul's sandcastle. Sienna and Paul played on the climbing frame together. Sienna and Paul enjoyed chasing each other until it was time to go home for Sienna and Paul's tea.

Friday

Explanation Sentences

In the sentence or two after your topic sentence, you will need to expand on what you have stated your topic sentence. Explain what you mean in greater detail, and give it a more **SPECIFIC FOCUS**. This is where you can use some of those factual statements and supporting details that you can't use in your topic sentence. Ask yourself: What is it that you are trying to say or argue? What exactly do you **MEAN**? Some Explain sentences are simpler than others. Sentences that provide a more substantial and thorough explanation are preferred and improve the quality of your writing.

The following paragraphs contain a topic sentence, examples, and linking sentences; they are lacking the sentence(s) required to explain. Using what you have learned, write Explaining sentences that provide a clear and detailed explanation of the topic.

1. World War II changed Japan, forever.

The destruction that resulted from the bombing of Hiroshima included the loss of homes, businesses, and lives. The people of Japan had to adapt their understanding of Japan's power and the capability of their army and emperor.

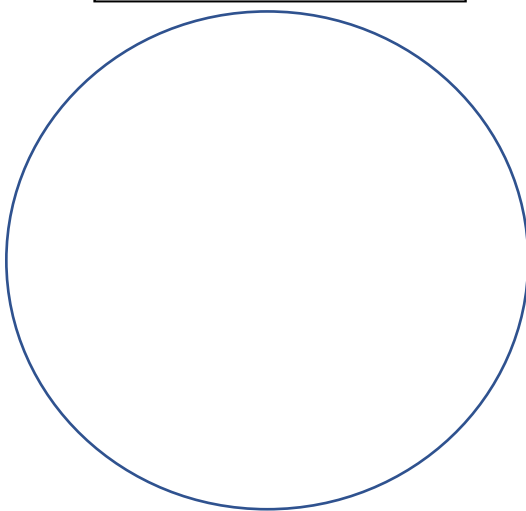
2. Japanese street fashion embodies a variety of styles.

Such styles include Lolita and Decora fashion, with exaggerated feminine and youthful accessories, and Kimono styles which embrace a traditional Japanese approach to clothing. Japanese fashion varies from simple understated clothing to vibrant and expressive costumes, which act as an expression of one's personality.

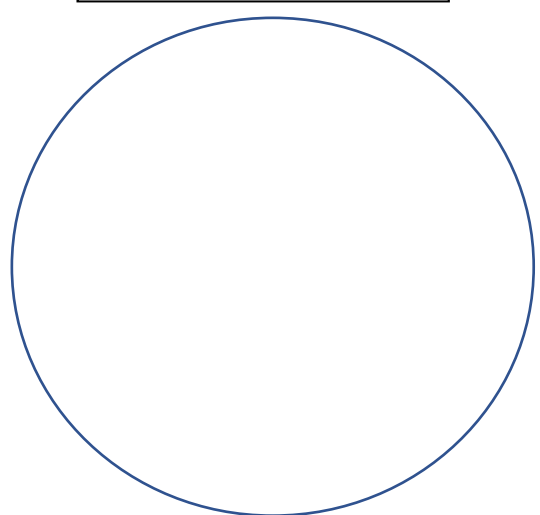
Week 8
Lesson 4

- 1) Abdul selected a prime number between 7 and 12. What number did she select?
- 2) Fatimah selected a composite number between 7 and 12. What numbers could she have selected?
- 3) Sara recorded the number as a product of its prime factors; $2 \times 3 \times 3$. What is the composite number of these prime factors?
- 4) Moey recorded the number as a product of its prime factors; $2 \times 3 \times 5 \times 7$. What is the composite number of these prime factors?
- 5) Draw a factor tree for the number: 72. What are the prime factors?
- 6) Fill in the diagram for composite and prime numbers from 0-30.

Composite numbers:



Prime numbers:



Phonics

Monday-Friday

- Look, cover, write and check the following camera words.
- Each day practise writing sentences for each camera word.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
ocean					
gone					
whose					
blood					
flood					
buy					

Write a simple sentence for each camera word. A simple sentence has a subject and a predicate.

- _____
- _____
- _____
- _____
- _____
- _____



Tuesday

Read each paragraph to yourself, then underline and count the consonant digraphs: sh, wh, ck, ll.

- Tash has a quick wit. She tells puns and likes to ham it up.
She is lots of fun.
- On a whim, Nick ran up the hill to pick a bit of dill. When he got back the
dill was mush. Did he rush?
- Shep is on the deck in the hot sun. Josh calls to Shep to come into his
shed out of the sun. It is good to be out of the sun.
- When will Beck kick the ball? She whacks it into the mesh net. "Yes!"
we all yell.

Wednesday

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Read the words, then clap the syllables in each word. Each word has two syllables. For Example, gob  lin .

hand/ball	ex/act	dust/pan
desk/top	in/sect	Con/quert
dis/gust	Com/pact	ex/pect

Reading

Set A

- Colin likes tennis. He can slam the ball and put a backspin on his backhand but when he does not win he will chuck the ball into the net and stomp off.
- Sam and Pat are twins. Sam likes to put on denim pants and an old top and muck about in mud. Pat likes to put on a satin dress and a velvet ribbon and sit very still with a good book.
- In the spring the lemon tree has blossoms on it. When there are fresh lemons, we can pick them to have them with our fish dinner. We can whip up some lemon jam as well.
- There is a problem with cactus plants. They prick! But if I put on thick mittens, then I can pick them up and seldom get a jab.

Set B

- The goblin king will travel over hillocks and under rocks and by fetid swamps to get to the dragon's den. Then he will banish the dragon with his spell.
- Greg blasts off in a rocket ship. From his ship he can see comets whiz by. He is about to land on the planet when... "Greg, come and get your snack". Greg ducks out from under the blanket and zips off to munch on his crisps and drink his milk.
- The sun is at its zenith and it is hot as our raft bumps on the rapids. We grip our jackets and hold on. Splash! We bang into some rocks and get wet, but we don't panic. Here comes the finish line – we made it!
- "Stan, when you finish your lesson, could you put the rubbish in the bin?" asks Mum. "Put the plastic in the red bin, and the rest in the black bin," she says. "Then you must fold the linen and put it on the shelf."

297 words

Monday – Friday

- Read the paragraphs in 'Set A and Set B' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the Set A and Set B every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Thursday

- In the 'Set A and Set B' - Underline the words that have a digraph. When two letters make one sound it is called a digraph. For example – th, ch, ng, sh, ck, wh.
- For example – chuck
- Choose three words you underlined from the passage. Write a simple sentence using each word.
- Circle the following camera words in the story: like, and, put, his, out, on, could.

Progress Monitoring Passage 4

Penny and Poppy are sisters. Penny is two years older than Poppy. They live in a small house and so they have to share a room. This is the problem.

Penny is very neat and tidy and she hates mess. Poppy would like to be tidy but she just cannot do it. She leaves her books in piles on the floor. Her bookcase is almost empty! Her clothes are everywhere. Her wardrobe is almost empty too!

Every day Poppy promises her sister that she will tidy up. She never does. And that makes Penny really mad.

In the first week of April, Penny and Poppy had their room painted. While the room was being painted, Poppy shared a room with her little brother, Max. Penny slept over with her best friend.

Max was even messier than Poppy. Poppy got so mad when she couldn't find her school shoes.

"You're such a slob, Max!" she yelled. "I can't find my shoes because of your mess. Now I'll be late for school!"

When Penny and Poppy moved back into their shared room, Poppy cleaned up her mess. From then on she became a lot tidier and that made Penny a lot happier.

195 words

Monday and Friday

- Read the 'Progress Monitoring Passage 4' to an adult or older sibling and time yourself on Monday and Friday.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

Tuesday

Wordsearch

Find and circle the words in the wordsearch below. Words can go across or down. Read each word, then cross it out when you find it.

m p o c k e t u s s
f l e d u c k q p t
a f a u t h a t a r
l i s c k c t y s i
l c h u m h k s m p
e r i t r u m p e t
m a n k g w l u c k
o m s e r l o n g z
n p g r i v g a s h
p u f f n b r i s k

fled shin strip
chum gash pocket
grin fall that
trumpet cramp spun
duck lemon brisk
spasm long puff

Wednesday

- Read and write all the words that have a digraph in the find a word.

- Use these words to write 5 simple sentences.

- _____
- _____
- _____
- _____
- _____

Year 6 Specialist Pack

Monday

Read the paragraph about WWII in Japan and answer the questions below.

Japan in WWII

Hirohito (1901-1989) was emperor of Japan from 1926 until his death in 1989. He took over at a time of rising democratic sentiment, but his country soon turned toward ultra- nationalism and militarism.

During World War II (1939-45), Japan attacked nearly all of its Asian neighbours, allied itself with Nazi Germany and launched a surprise assault on the U.S. naval base at Pearl Harbor.

1. Who was the emperor of Japan?

2. When did the emperor die?

3. When did WWII take place?

4. What continent did Japan attack and list some possible neighbouring countries in that continent?

Complete the second paragraph about WWII in Japan. Use the scaffold below and the words from the word bank to help.

Japan WWII

United States	troops	steel	oil
---------------	--------	-------	-----

In September 1940, Japan signed the Tripartite Pact with Nazi Germany and Italy, in which they agreed to assist one another should any of them be attacked by a country not already involved in the war.

Japan sent t_____ to occupy French Indochina that same month, and

the U_____ S_____ responded with economic sanctions, including a ban on

o_____ and s_____.



Tuesday

Circle all the prime numbers. Remember all prime numbers have only two factors.

13

113

13 has only two factors - itself and 1. So it is a prime number.

18	27	23	8	7
33	39	37	22	16
3	6	9	5	11
30	41	36	25	29
17	32	38	13	47
30	38	28	16	40
5	25	35	45	15
16	4	2	12	18

Math Mentals.
Complete the following. Time yourself and write down how long it took you.

15 + 20 =	2 x 5 =	20 - 7 =	15 + 5 =
53 + 40 =	3 x 6 =	35 - 20 =	18 + 2 =
70 + 30 =	7 x 4 =	55 - 5 =	16 + 4 =
32 + 50 =	7 x 2 =	35 - 4 =	17 + 3 =
63 + 10 =	4 x 2 =	25 - 4 =	19 + 1 =
84 + 30 =	4 x 5 =	57 - 2 =	7 + 3 =
32 + 20 =	6 x 4 =	45 - 5 =	27 + 3 =
44 + 30 =	7 x 3 =	44 - 1 =	26 + 4 =
55 + 70 =	7 x 5 =	27 - 3 =	25 + 5 =
Time:	Time:	Time:	Time:

Wednesday

Read aloud and follow the set of directions on the bottom of the picture.



- Colour the kitten orange.
 - Draw five black stripes on the kitten.
 - Colour the kitten's eyes green.
 - Colour its nose and mouth pink.
 - Draw a red food bowl next to the kitten.
 - What is a good name for a kitten? Write that name on the food bowl.
 - Draw a red collar on the kitten.
-
- Use the set of directions to help you describe your picture to an adult in full spoken sentences.

Thursday

Math Mentals.

Complete the following. Time yourself and write down how long it took you.

20 + 20 =	2 × 6 =	17 - 7 =	18 + 2 =
69 + 20 =	3 × 6 =	23 - 20 =	16 + 4 =
50 + 30 =	3 × 4 =	50 - 10 =	15 + 5 =
32 + 50 =	7 × 2 =	35 - 4 =	17 + 3 =
63 + 10 =	4 × 2 =	25 - 4 =	19 + 1 =
84 + 30 =	4 × 5 =	57 - 2 =	7 + 3 =
32 + 20 =	6 × 4 =	45 - 5 =	27 + 3 =
44 + 30 =	7 × 3 =	44 - 1 =	26 + 4 =
55 + 70 =	7 × 5 =	27 - 3 =	25 + 5 =
Time:	Time:	Time:	Time:

Prime Numbers

Help the penguin find her babies by colouring all the prime numbers.
Remember all prime numbers have only two factors.

13

113

13 has only two factors - itself and 1. So it is a prime number.



		19	47	34	93	62	75
9	15	94	23	21	68	49	86
35	54	63	5	76	85	10	38
96	22	84	31	53	29	92	64
77	46	99	18	4	41	50	27
24	36	57	45	66	73	3	48
91	12	80	8	74	98	67	59
69	44	6	39	65	16	55	17
32	87	78	14	20	33	42	61
							83



Friday

Japan WW II



Using the picture above, write 3 simple sentences describing your thoughts about WWII in Japan.

1. _____

2. _____

3. _____

Every sentence has a subject, predicate and end punctuation.

World War II began in 1939.

Subject

Predicate

Word War II	began in 1939
-------------	---------------

Underline the subject and draw a square around the predicate. Then write the subject and predicate in the box below the sentence.

1. Japan attacked nearly all of its Asian neighbours.

--	--

2. Hirohito (1901-1989) was emperor of Japan.

--	--

3. Japan launched an attack on Pearl Harbour.

--	--

4. Japan signed the Tripartite Pact.

--	--